

PreliminaryAdvanced English

Assessment Task 2

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| **Task** | **Due Date** | **Marks** |
| *Extended Response: Frankenstein/Blade Runner* | **Term 1 Week 6 2018**  **Thursday 8th March** | Weighting: 30%  Marked: /30 |
| Syllabus Outcomes | P4. A student describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses.  P7. A student selects appropriate language forms and features, and structures of texts to explore and express ideas and values.  P8. A student articulates and represents own ideas in critical, interpretive and imaginative texts.  P9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas. | |

In class during Week 5 you will view an extract from *Bladerunner.*  You may take notes during the viewing of the scene.

In light of the scene you have been shown, compose an extended critical response to the question:

***Composers explore the ways that scientific and technological developments challenge understandings of humanity, which is shaped by their particular contexts. Discuss how this is presented and developed in the prescribed texts.***

In your answer, you must refer to the scene viewed from *Bladerunner* and the comparative text *Frankenstein*.

You may draft and edit your essay at home before submitting a final copy **AND** a draft on the due date. Your draft and final essay may be handwritten or typed but should show evidence of editing and revision.

Length: 1100 words

**Bibliography required.**

**In your response you will be assessed on how well you:**

* demonstrate an understanding of how context influences texts, values and attitudes
* demonstrate an understanding of the scientific and technological developments within each text and their impact on your understanding of what it means to be human
* organise, develop and express your ideas using language appropriate to audience, purpose and formTherefore, in your essay you should be mindful to:
* Consider the contextual influences on both texts, including the particular values and attitudes the texts reveal
* Include detailed, relevant evidence and techniques specific to the textual forms.
* Make clear links between the texts. Ideally, these links should be based around the larger concepts or messages within the texts.
* Develop a thesis that captures your overall argument about how science/technology impacts on your understanding of humanity/human behaviour/human qualities or ideals
* Ensure correct use of spelling, expression and punctuation (try reading your responses aloud to pick up on errors in sentence construction, word choice and expression.)

Be sure to refer to the Marking Criteria for further guidance on how to approach your critical response.

**Marking Criteria –Extended Response: Frankenstein/Blade Runner**

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| **A**  **25 -30** | * Presents thoughtful and sophisticated insights into the relationship between science/technology and humanity * Demonstrates a skilful understanding of the relationship between texts and contexts * Uses well-selected and detailed textual references from both of the prescribed texts to clearly support an argument * Organises, develops and expresses ideas in a sustained and sophisticated manner, using language appropriate to audience, purpose and form |
| **B**  **19-24** | * Presents relevant insights into the relationship between science/technology and humanity * Demonstrates an effective understanding of the relationships between texts and contexts * Uses a range of relevant textual references from both of the prescribed texts to effectively support an argument * Organises, develops and expresses ideas effectively, using language appropriate to audience, purpose and form |
| **C**  **13-18** | * Presents some insights or connections between science/technology and humanity * Demonstrates a sound understanding of the relationships between texts and contexts, however contextual knowledge is not always clearly integrated * Uses some textual references to support an argument however, evidence is brief, repetitive or not always explained * Organises, develops and expresses ideas soundly, using language appropriate to audience, purpose and form |
| **D**  **7-12** | * Discusses aspects of the texts and their contexts * Attempts a response based on limited textual knowledge from both texts * Attempts to organise a response using appropriate language and structure |
| **E**  **1-6** | * Attempts to describe elements of the texts * Demonstrates elementary textual knowledge * Attempts to organise a response in an elementary way, however, is overly brief or incomplete |

Comment:

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